



THE NEW YORK ACADEMY



for the Gifted Blind Child

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of The New York Institute for the Education of the Blind

[1962]



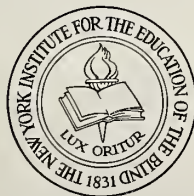
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THE NEW YORK ACADEMY *for the* Gifted Blind Child

A Division of The New York Institute for the
Education of the Blind

*A Special Program Preparing Blind Students for College,
Performing Arts and the Skilled Trades*



THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND
999 Pelham Parkway, New York 69, New York

[1962?]



Empire State Building



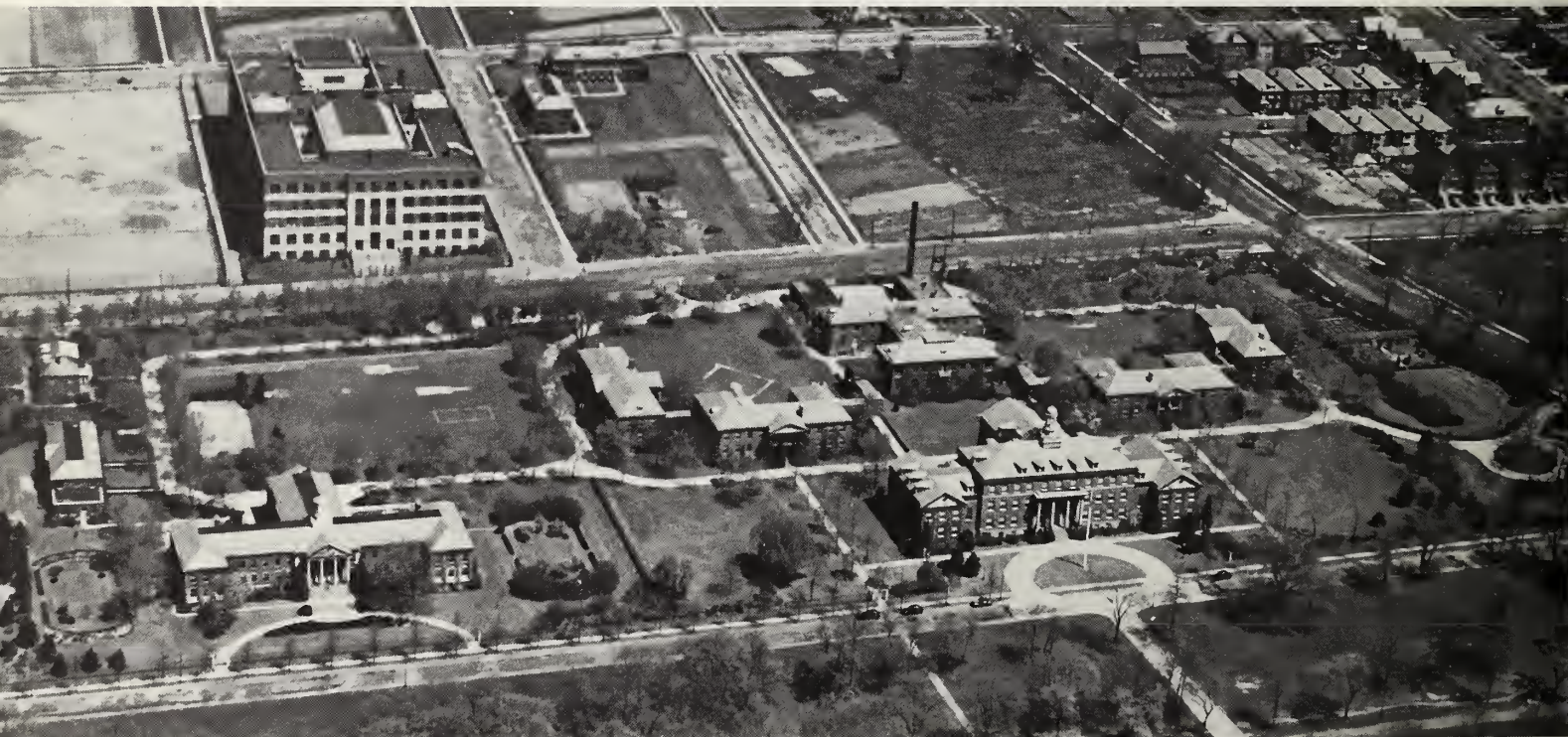
The United Nations



Grant's Tomb & Riverside Church



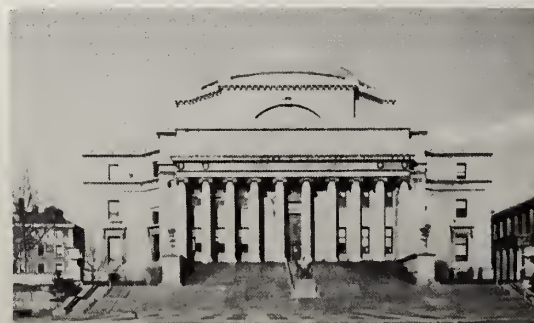
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Campus of the Institute



Wall Street



Columbia University Library



Statue of Liberty

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THE OBJECTIVE

The New York Academy is a division of the New York Institute for the Education of the Blind. The Institute, founded in 1831, was the first school to open its doors for the blind of the New World. During its 131 years of continuous service, the thousands of blind children who have come under its influence have been enabled to live more useful, and therefore, happier lives.

The Institute, a non-sectarian day and resident school, is maintained through public subscription, New York State appropriations, and is operated under the supervision of the New York State Board of Regents.

Located in Midtown Manhattan until 1924, it now occupies 30 acres in the Bronx fronting on Pelham Parkway and lying between Bronxwood Avenue and Williamsbridge Road in the Pelham Bay section of New York City. Its 15 red-brick buildings in Dutch Colonial architectural design are symmetrically arranged on a beautifully landscaped campus which is equipped with athletic fields, playgrounds, student gardens and other agricultural and animal husbandry facilities.

Its current student body (ranging in age from 3 to 21 years) is drawn from New York City, New York State and other geographic regions of the United States and foreign countries.

The New York Academy is designed to make available to gifted and talented blind students the complete preparation necessary for admission to college, including all the necessary academic subjects and qualifying entrance examinations. Talented and capable students will have opportunities to pursue advanced studies and take examinations for subjects to be presented for college credit in the college or university of their choice.

The Academic Program embraces courses at all levels up to advanced placement courses for college, beginning with the nursery and kindergarten and continuing through the elementary, secondary schools and postgraduate studies.

The Music Conservatory of the Academy provides an extensive curriculum for blind students who wish to enter graduate music conservatories, and gives intensive training in other performing arts.

The Vocational and Industrial Arts Program of the Academy prepares gifted blind students for the skilled trades and business in line with the aptitudes of the individual. Talents and aptitudes are discovered, analyzed, and emphasized through scientific testing, counseling and guidance.

The personality development and cultural attitudes of blind students are given special attention. Speech, social etiquette, social dancing, recreation, sports and independent travel and other extracurricular activities are included for the purpose of preparing the blind student to compete scholastically and socially on the college campus, in the music world, and in the skilled professions.

THE ENVIRONS

The extensive opportunities of the environs of New York are incomparable assets for experience and cultural interests. The Bronx alone has eight colleges and universities, the famed Botanical Gardens, the Hall of Fame, Poe Cottage and the Museum of the American Indian. Within walking distance of the school are the zoo,

largest in America, and Freedomland, an historical Americana amusement park, the largest family entertainment center in the world. Regular field trips are made to the educational centers of New York City such as the American Museum of Natural History, Brooklyn Museum, The Cloisters, Cooper Union Museum, Museum of the City of New York, Metropolitan Museum of Art, Museum of Contemporary Crafts, the Museum of Primitive Art, New York Historical Society, Solomon R. Guggenheim Museum, and the Whitney Museum of American Art.

Frequent programs in music are attended by our students at the Brooklyn Academy of Music, Carnegie Hall, Madison Square Garden, Town Hall, and the Metropolitan Opera House. Special events in sports, entertainment and exhibits are found in world-famous centers, stadiums and theatres.

Points of national and international interest are at hand for sightseeing and first-hand information: the Statue of Liberty, the United Nations, the American Museum with its Hayden Planetarium, the New York Stock Exchange, Consolidated Edison Atomic Energy Plant, the RCA Building and Exhibit Hall to mention a few. No other city in the world has so much to offer by way of educational experience for the blind gifted student preparing to enter college and training for competition in a modern world.

New York City has always been a favorite center for national, international exhibits and conventions. The gifted blind students of the school have attended such conventions as the Electronics Industries Association, the International Musicological Society, International Association for the Scientific Study of Population, the American Rocket Society, and many other scientific, industrial, and trades exhibits and meetings.

Nature speaks to the child



THE CURRICULUM

The Elementary School Kindergarten through Sixth Grade

The New York Institute for the Education of the Blind maintains a standard nursery, kindergarten and graded elementary school certified by the Education Department of the University of the State of New York. Blind children are admitted to this curriculum after approval of the Diagnostic Clinic staff and the Principal. The curriculum covers nursery, kindergarten and grades one through six. Courses offered are:

Elementary Science	Elementary Arts and Crafts	Arithmetic
Physical Education	Useful Vision Instruction	Language
Chorus and Elementary Music	Reading	Social Studies
	Writing and Spelling	

Gifted blind students receive early attention and are provided opportunities for intensified individual instruction and careful individual guidance to prepare the exceptional blind child for as early entrance into the Academy curriculum as is in the best interest of the child's development. Those not intellectually capable of carrying the Academy program continue in the regular graded classes of the Institute, and may complete the regular grade school and high school diplomas of the school approved by the Education Department of the State of New York.

The Elementary School is the foundation of the New York Academy. The gifted blind student, fortunate enough to have had such individual and professional attention offered here, may expect to progress normally and rapidly under conditions ideally suited to his physical, mental and personality development. Everything that happens to the child during these formative years has an important bearing on his entire life and the type of training and educational opportunities afforded him will determine his success or failure. The Elementary School is a complete unit housed in Van Cleve Hall. It is unique in that children work, live, eat and play under one roof. The two playgrounds are well equipped and offer many opportunities for varied outdoor activities. The building has its own gymnasium, assembly hall and library.

KINDERGARTEN

The program for these children is designed specifically to meet the needs of the gifted child. It differs somewhat from the ordinary kindergarten in that special emphasis is placed in the following areas:

1. Introducing children to the many aspects of play that can provide skills and enjoyment for the blind child.
2. Teaching children to handle and to use a wide variety of materials toward developing manual skills.

3. Providing many experiences in movement with a view to developing freedom and security in physical activity, and improving the child's sense of direction in time and space.

As soon as a child in kindergarten is ready to do so, he is introduced to a reading readiness program.

GRADES ONE THROUGH SIX

In grades one through six, children are expected to cover the material specified by the New York State Syllabus, with special emphasis on the areas that the

Institute feels are very important for the visually handicapped. Beginning in the first grade, children are introduced to simple map study and given many opportunities to handle a variety of illustrative materials for the purpose of developing a sense of orientation and an increasing understanding of the environment. Visually handicapped children need especially to learn to examine material intelligently for the purpose of gathering information. Manual skills are stressed with a view to developing coordination and dexterity, fostering the child's natural creative ability, introducing satisfying leisure-time activities and helping a child to look ahead to skills that may provide a future vocation and increase his general feeling of independence.

The Institute campus is so rich in trees, shrubs and flowers of many varieties that it provides an excellent laboratory for nature study for children of all ages and at any grade level.

Developing good oral and silent readers is one of the primary concerns in every grade. As soon as a child is able to do so he is encouraged to avail himself of other kinds of reading material beyond the textbook variety. This introduces him to our library and he begins to cultivate an interest in reading for information and for pleasure. A background developed through this procedure tends to produce excellence in oral reading and communication.

MUSIC

Music offers to the blind child a world of beauty which, throughout his life, can be a source of happiness and enjoyment. All children from kindergarten through sixth grade attend music classes. These classes include general orientation in music, music appreciation, group and choral singing and ear training. Piano instruction and Braille music are offered to children who are ready and interested.

HEALTH, PHYSICAL AND SAFETY EDUCATION

Children are taught to eat a balanced diet, observe good table manners, and abide by the accepted rules of health in their daily living. A concerted effort is made to help them overcome unacceptable mannerisms.

Formal physical education classes are conducted in which the students are taught such fundamental

skills as skipping, running, and all locomotor activities. Children are taught the correct use of various kinds of gymnasium apparatus and are offered opportunities to participate in organized games, folk, social and creative dancing. During outdoor activities, they are taught how to use roller skates, stilts, bicycles, hoops and playground equipment.

MORNING ASSEMBLY

Each day opens with a short morning assembly at which time the children gather to exchange experiences, talk about trips that have been taken, participate in short programs pertaining to festivals, holidays, and patriotic celebrations. Sometimes they sing or take part in choral speaking. School regulations are discussed and important announcements are made during assembly time. Children are encouraged to sit well, be attentive, and to learn how to conduct themselves in a large group.

RELIGIOUS INSTRUCTION

Once a week religious instruction is offered to children of the three major faiths. In addition, children may listen to Bible stories that are of interest to the whole group. On occasion they are invited to share in each other's religious festivals. Children who stay at school over the week-end may attend a church or Sunday school of their faith.

RECREATIONAL ACTIVITIES

Van Cleve Hall provides many recreational activities outside of regular school hours. Club activities are offered to the older children, often with the emphasis on community service.

If blind children know how to play, table games can be a real source of pleasure. For this reason a considerable amount of time is devoted to the teaching of such games.

Living rooms, classrooms, and playgrounds are well equipped with toys, puzzles, and material for creative play.

All of the children enjoy parties and programs at holiday times. Several trips are taken each year in connection with classroom projects, or just for fun. Outdoor picnics, the beach, the zoo, amusement parks, rides on a ferry boat, and trips to the Museum of Natural History and other museums of the City of New York seem to be the favorite visiting places.

THE JUNIOR AND SENIOR HIGH SCHOOL

General Objective of the Junior High School and Contents of the Seventh, Eighth and Ninth Grades

The junior high school is the middle step between the grade school and the senior high school with all living and classroom facilities in the central unit of the New York Academy. The general objective is to bridge the gulf between the set academic and social program of the grade school and the freedom of the elective system of studies in the senior high school. Here the gifted student begins to realize and experience a greater independence and corresponding responsibility in personal, social and academic activities. Special opportunities are offered in scheduled classes in Braille, typewriting, and industrial arts. These are listed in the respective departments of the Upper School. In addition to the expanded program of academic subjects, the student may enter extra-curricular activities available both to junior and senior high school students. These are varsity wrestling, varsity crew, varsity track, Scouts and other school clubs. Piano lessons begun in the lower grades may now be continued and additional opportunities are available for lessons in voice, band instruments, choral singing and music appreciation. There is also the possibility of being appointed, or elected by student votes, to membership on the Student Cabinet, thereby becoming an influence in student government.

COURSES — *Junior High School*

SOCIAL STUDIES

The primary objective is to develop an awareness and an understanding of the historical growth of human society. A secondary objective is to develop well-informed citizens by stressing the value of history, geography and citizenship.

The content of social studies ranges from the study of primitive society, through the cradles of oriental and occidental civilizations to the growth of the leading nations in the world today. The more informal approach in the seventh and eighth grades serves as a foundation for the junior and senior high school courses listed as follows:

ORIENTATION (9th year — required)

A course designed to acquaint the student with himself, the School, and with daily problems and tasks which will arise. It includes such important items as how to study, social etiquette, households mechanics,

pencil writing, and such orientation as will aid the student in all his high school work and in travelling alone when he is graduated. *A ninth grade course — three 45-minute periods a week—one year; ½ School credit.*

OUR ECONOMIC WORLD

(9th year — required)

This course is designed to give the student a background of geographic knowledge which will enable him to better understand the various world civilizations, his own national history and the problems of the present day world. *Five 45-minute periods a week, one year; ½ School credit. ½ Regents credit.*

ARITHMETIC

The purpose of this course is to develop arithmetical skills in calculation and reasoning in the seventh and eighth grade. The course content includes basic arith-

metrical calculations, fractions, ability to solve word problems, decimals, percentages, measurements and an introduction to elementary algebra and geometry. Skills are sought in the area of "new mathematics," the use of the abacus and other new tools and methods in preparation for the more formal work of the ninth grade.

ELEMENTARY ALGEBRA (9th year — required)

The objective of this course is to present to the student the fundamental concepts of abstract thinking, i.e., the use of letters instead of numbers to represent quantities. The subject is kept on a practical level by a constant repetition of the processes of mental arithmetic and by numerous problems involving percentages, money and other features that are part of every-day life. Special appliances in this class consist of models of simple geometric figures and various boards and diagrams used to represent the rectangular coordinates. *Five 45-minute periods a week—one year; 1 School credit.*

Science instruction



ENGLISH

The primary purpose is to develop an understanding and mastery of the written, spoken and listened-to English language. The secondary objectives stress the mastery of the skills of reading, writing and a comprehension of literature. The content of the course includes the art of oral and written composition, the mastery of the parts of speech, capitalization, punctuation, sentence structure, outlining and debating. The latter part of the course emphasizes an appreciation of poetry, drama, the novel, and leads to the more formal course of ninth year English.

ENGLISH I (9th year — required)

This course covers the fundamentals of oral and written compositions, oral and silent reading, discussion of current events, vocabulary, weekly written tests and special projects consisting of book reports, reports on radio and television programs, listening and using tape recordings and film strips, and taking part in special morning assembly and school programs. Required of all pupils—*five 45-minute periods a week, throughout year. 1 School credit.*

SCIENCE

The purpose of this course is to develop a beginning understanding and awareness of the physiological, biological and physical world in which we live. It includes an introduction to astronomy, biology, physiology and physics on an elementary basis and ranges from a study of the discovery of the solar system to a simple analysis of the human body. It serves as an introductory course in the seventh and eighth grades in preparation for a complete investigation of the foundations of science in ninth grade.

GENERAL SCIENCE (9th year — required)

An exploratory course designed to lead the pupil to appreciate his environment and himself. It is comprehensive in covering all phases of science, with emphasis on the fundamentals of value to every human being in America today in the areas of individual and public health, environment and heredity, the natural and physical world, with full appreciation for ethics and culture in human behavior through the use of scientific attitudes and methods. *Five 45-minute periods a week—one year; 1 School credit; 1 Regents credit without State examination.*



Learning mathematical principles



A language seminar

LANGUAGES

Languages become elective at the junior high school level in the ninth grade. Publications by the New York State Education Department are used as a guide; for examples, "French for Secondary Schools" and "Suggested Content and Organization for Four and Six-Year Sequences."

FRENCH I (9th year — elective)

An audio-lingual approach is used with a generous use of records of folksongs and plays, realia, notebook of cultural material, grammar, principal parts of verbs, dictation and reading. *Five 45-minute periods a week—one year; 1 School credit; 1 Regents credit without State examination.*

SPANISH I (9th year — elective)

An introduction to the phonology and structure of the language is given to train the ear and tongue for easy recognition of Spanish sounds. The syllabus consists of vowel and consonant values of the Spanish language; fundamental paradigms of verbs, pronouns, adjectives; mastery of simple connected prose and short useful sentences for simple conversation; phonograph records, radio, Braille books, and tape recorders. A dramatic approach is used occasionally at this level. *Five 45-minute periods a week—one year; 1 School credit; 1 Regents credit covered by advanced examination at the second or third year level.*

ITALIAN I (9th year — elective)

An introduction to the phonology and structure of the language is used, to train the ear and tongue in the easy recognition of Italian sounds. The course includes vowel and consonant values of the Italian language; fundamental paradigms of verbs, pronouns, and adjectives; mastery of simple connected prose, and short useful sentences for simple conversation; phonograph records, radio, Braille books and special materials. A dramatic approach is used occasionally at this level in connection with tape recordings. *Five 45-minute periods a week—one year; 1 School credit; 1 Regents credit covered by advanced examination at the second or third year level.*

LATIN I (9th year — elective)

This is an introductory course to Latin beginning with a review of the fundamentals of English grammar; thorough drill on Latin declensions, conjugations and syntax; translation of easy prose and English sentences into Latin. *Five 45-minute periods a week—one year; 1 School credit.*

GERMAN I (9th year — elective)

As a beginning course in German, the course seeks to develop aural comprehension and oral expression with drill in basic vocabulary, practice in pronunciation and a study of elementary German grammar and sentence structure. *Five 45-minute periods a week—one year; 1 School credit.*



Typing and office procedure

BRAILLE

The study of Braille is continued through the junior high school with special emphasis on the use of the slate. Class and individual instruction continues until the student has passed the proficiency examination as an indication that Braille is mastered as a tool subject. Braille writers are available for use in the special subjects of science and mathematics. The Braille courses taught in the New York Academy are listed under the senior high school courses of study.

TYPEWRITING

Typing is required of all students as a formal daily classroom activity beginning with the seventh grade of the junior high school. The course is designed to prepare the gifted student for passing Regents typing by the end of the eighth grade. However, the subject is listed as Typing I and may be considered as a ninth grade subject.

MUSIC

Training begun in Van Cleve Hall is continued according to the talents of the gifted pupil. All courses are listed under the Conservatory—Division III of this catalog.

VOCATIONAL AND INDUSTRIAL ARTS

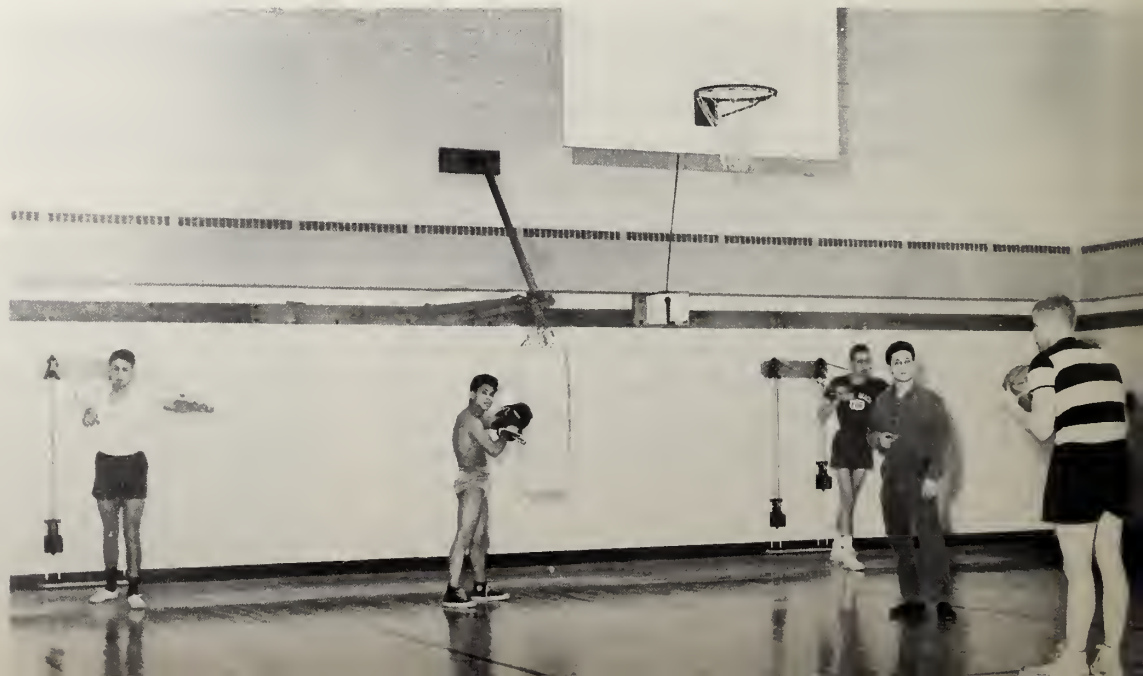
Students are encouraged to continue at least one subject in this area and all courses are listed in that department of this catalog.

PHYSICAL EDUCATION AND HEALTH CLASSES

Required of each student according to New York State curriculum and listed under the Physical Education Department.



The School orchestra



The busy gymnasium

COURSES — SENIOR HIGH SCHOOL

The high school of the Institute is chartered by the University of the State of New York and maintains close liaison with the State Department of Education in fulfilling the requirements of the State of New York for the completion of high school courses by our pupils. The Institute offers the usual high school subjects in the academic field and is licensed to give diplomas in the areas of music, vocational-industrial, homemaking, and business subjects for those students who are able to meet the requirements. In addition to receiving an academic diploma, for which twenty school units are required, the pupil may also take Regents examinations and receive a Regents diploma for the completion of eighteen units, most of which are covered by examinations given by the Board of Regents. The gifted student may earn special endorsements or honors on these diplomas. For example, a State Regents High School Diploma given by the New York Academy may be designated as "scientific" if the student completes 3 units in mathematics and 4 units in science. A State Regents High School Diploma may be issued "with honors" if the student has earned an average of at least 90 in the Regents examinations required for the diploma under Group 1 and Group 2 below.

In order to secure a State Regents High School Diploma, the following requirements must be met:

GROUP 1

Constants required of all pupils

	<i>Units</i>
*English	4
*Citizenship Education (including one unit in grade 9 of world geography and elementary economics; one unit of world history, and one or two years of American History)	3 or 4
Health	½
Mathematics (ninth year)	1
Science (ninth year)	1

GROUP 2

*An approved major sequence in one of the following fields

Agriculture	Homemaking	Mathematics
Business Subjects	Horticulture	Music
Foreign Language	Industrial Arts	Science
Vocational Industrial Education		

GROUP 3

Electives to complete 18 units

TOTAL	18
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*The passing of Regents examinations is required in all starred subjects in which Regents examinations are given.

In addition, all other requirements established by statute or by the Commission of Education for approved schools are met. For example, physical education is required of all pupils and guidance is provided each year, through group and individual conferences.



THE WALTER BROOKS LIBRARY

The Walter Brooks Library contains not only a collection of inkprint and Braille books of fiction and non-fiction, but all inkprint and Braille text-books used in the Academy by teachers and students. Its purpose is twofold: to provide reference and study resources for the advancement of the curriculum, and to encourage in the gifted student the development of wide reading interests as the basis for a life-long habit of self-education. Both the Braille and inkprint volumes are carefully distributed among the humanities and sciences, catalogued according to the Dewey system and superbly housed in the new East Wing of Schermerhorn Hall. The Library is equipped with stacks, work-rooms, reference and reading rooms, exhibit cabinets and cases; and especially for the visually handicapped and others, fourteen sound-proof talking book booths. Special sections of the Walter Brooks Library consist of a reading room where historical volumes and papers are kept. This literature concerns the history of the New York Institute and the education of the blind throughout written history. Another unit is the reading room where research papers and volumes are filed in the area of teacher-training.

Special branches of the Walter Brooks Library are the grade school library housed in Van Cleve Hall, and the Music Library housed in the Music Department on the third floor of Schermerhorn Hall.

COLLEGE PREPARATORY

The college preparatory course consists of a full four-year course in the high school division (or an accelerated three-year course for the exceptionally intellectually gifted blind student). Individual programs will be designed to prepare each student for the college programs desired. Specific preparation for the various college entrance examinations and aptitude tests is provided under conditions ideally appointed for the blind student, and all examinations are given in and by the New York Academy. The Academy assists gifted pupils in preparation for national and international scholarship examinations.

There are five different types of scholarships available to high school graduates in New York State, four of which may apply to students in the New York Academy: (1) Regents College Scholarship by competitive examination with stipends ranging from \$250 to \$700 a year for each year of college study. (Three out of ten graduates of the School won such scholarships in 1962.) (2) Regents Scholarship for Engineering and Scientific Studies varying from \$300 to \$850 a year for each year of study in college, (3) Regents Scholarship at Cornell University, varying from \$100 to \$1,000 for no more than five years of study; and (4) Regents Scholarship for Children of Deceased and Disabled Veterans up to \$450 a year for each year of college work. Areas of special interest are developed in the sciences, arts, languages, industrial-vocational arts, home economics, business and mathematics to encourage the gifted to take the examinations for these scholarships and others throughout the United States.

COLLEGE ADVANCED PLACEMENT

Under the College Advanced Placement program it is possible for the exceptionally gifted student to complete as much as two years of college credit by enrolling in special courses and taking examinations under the auspices of the College Entrance Examination Board of Princeton, New Jersey. These examinations are given at the New York Academy and administered by the faculty of the Academy. The successful passing of these examinations makes it possible for the student to present credits for advanced placement in the college of his choice in the subjects of American history, biology, chemistry, English: composition and literature, European history, French, German, Latin, mathematics, physics, and Spanish. The advanced placement courses offered by the New York Academy makes demands on the gifted student equivalent to those of an introductory college course. The aim of the courses is not only to give the student a thorough grounding in facts but go on from these facts to an examination of their contexts, a full comprehension of their use and understanding of their cultural significance. Special tutoring and guidance, with liberal time in drill and practice on similar and past examinations given by the College Entrance Examination Board, are a part of the preparation.

GUIDANCE AND PERSONALITY DEVELOPMENT

Individual guidance and tutorial service is given to all students under a carefully devised plan of study, interviews and counselling, with frequent review and appraisal. Special attention is given to the superior student in all programs of acceleration and the counselling service continues for all students through the placement service of the Academy after graduation.

Individual student personality development is enhanced by the inclusion in every student's program of such subjects as public speaking, dramatics, social clubs, choral work, orchestra, band, general art and ceramics. While in reality these subjects are considered elective, they may be considered as required within the talents and ability of the student. Each student's capabilities and potential are analyzed by scientific tests and measurements for accurate guidance and direction. Every graduate is required to be proficient in at least one vocational arts subject. Sports are more varied at the high school level — wrestling, swimming, track, crew, camping and the standard physical education program is required of all students. All students take an active part in their student government and develop important concepts of social responsibilities.

The campus social life of the students is planned by the students under the sponsorship of staff members and includes monthly dances, house parties, class parties, seasonal parties and entertainments, and all school clubs and organizations. Departments plan theatre parties, museum trips, attendance at sports events in New York City, field trips to historical points, and various outings and picnics to parks and points of interest.



A group of upperclassmen

THIRTY-SIX COLLEGES AND UNIVERSITIES

(To which graduates of the Academy have attended and graduated)

<i>College</i>	<i>Number Graduated</i>	<i>College</i>	<i>Number Graduated</i>	<i>College</i>	<i>Number Graduated</i>	<i>College</i>	<i>Number Graduated</i>
Adelphi College	4	Hamilton College	3	Mount Holyoke College ...	1	St. Thomas University	1
Albany State College	1	Harvard University	3	New York School of		St. John's University	2
Alfred University	2	Hofstra College	1	Social Work	1	St. Louis Preparatory	
Brooklyn College	5	Hunter College of the		New York University	5	Seminary	2
California Institute of		City of New York	6	Newark State College	1	Sarah Lawrence College ...	1
Technology	1	Iona College	1	University of Notre Dame..	1	Seton Hall University	2
Colgate University	1	Ithaca College	1	Queens College ...	4	Syracuse University	1
Columbia University	4	Juilliard School of Music...	2	Rensselaer Polytechnic		Yale University	1
City College of New York ..	14	Manhattan School of Music.	1	Institute	1		85
Drew University	1	Manhattanville College	1	University of Rochester	2	Graduate Trade Schools....	11
Fordham University	5	Missouri Valley College ...	1	Roosevelt University	1		96

COURSES — SENIOR HIGH SCHOOL

LANGUAGES

Teaching modern languages in a school for the blind requires the use of Braille instead of inkprint, and the substitution of concrete, palpable objects such as coins and costumes for pictures to illustrate realia.

The object of language instruction at the Academy is to give the student an adequate pronunciation, capacity to use the language for communication, and an appreciation of the contributions to art and science made by the genius of the language.

Standard grammars, readers and composition books are available in Braille and meet all requirements of the State Board of Regents.

Tape recorders and special record collections enable the student to compare his own pronunciation with that which is correct.

In the case of foreign languages, prolonged residence in the country of the language is recommended for those who wish to teach.

ENGLISH II (10th year — required)

This course continues to cover oral and written compositions, oral and silent reading, discussion of current events, vocabulary, weekly written test and special projects (anticipation of such junior-year tests as Preliminary Scholastic Aptitude Test, National Merit Scholarship Qualifying Test, field trips, use of the library, book reports, radio and television programs and special assemblies).

Required of all pupils—five 45-minute periods a week for one year; 1 School credit. 1 Regents credit covered by examination in advanced Year.

ENGLISH III (11th year — required)

This is a plan of oral and written compositions, oral and silent reading, discussion of current events, vocabulary, weekly written tests and special projects (anticipation of such senior-year tests as Senior Scholastic Aptitude Test, Achievement Tests, New York State Regents Scholarship Test, and the American College Testing Program; field trips, use of library, book reports, radio and television programs, and special assemblies).

Required of all pupils—five 45-minute periods a week for one year; 1 School credit. 1 Regents credit on taking advanced examination of English IV.

ENGLISH IV (12th year — required)

A continuation of training in rhetoric, composition, and the appreciation and understanding of more advanced literature. Work in composition includes more extended essays and reports on assigned reading, planned observation and personal experiences.

Five 45-minute periods a week, one year. One School credit; four Regents' credits contingent on passing English Four Years Regents examination.

FRENCH II

The audio-lingual approach is used with some use of records of folksongs and plays, realia, notebook of cultural material, grammar, minimum vocabulary, review of former Regents tests and reading.

Elective. Five 45-minute periods a week for one year; 1 School credit.

FRENCH III

The audio-lingual approach is continued with some use of records of folksongs and plays, realia, notebook of cultural material, grammar, minimum vocabulary, review of former Regents tests, and reading.

Elective. Five 45-minute periods a week for one year; 1 School credit. 3 Regents credits for completing three years of French and passing Regents examination French III.

SPANISH II

Same as Spanish III with less emphasis on translation and composition.

Elective. Five 45-minute periods a week for one year; 1 School credit. 2 Regents credits by completing two years of Spanish and passing Regents Spanish II examination.

SPANISH III

Objective to enable student to become conversant with Spanish idioms, literature, speech and style. The course covers forms and uses of the subjunctive, selected readings, passages from memorization such as romances, idioms and phrases of everyday conversation, summaries, composition work and translation from English to Spanish. Braille books, phonograph records, commercial and private, constitute some of the material used.

Elective. Five 45-minute periods a week for one year. 1 School credit. 3 Regents credits by completing three years of Spanish and passing Regents Spanish III examination.

ITALIAN II (10th year — elective)

A continuation of Italian I as begun in the junior high school. The aim is to make the student more conversant with Italian idioms, literature, speech and style. *Five 45-minute periods a week, one year; 1 School credit. 2 Regents credits by passing Regents examination Italian II.*

MATHEMATICS

The purpose of teaching mathematics at the New York Academy is to train students in logical thinking and to consider some appreciation of the role that mathematics plays in science and industry. Also, mathematics may be enjoyed as a means of recreation and as an art form.

In general the syllabus prescribed by the State Board of Regents is followed. Students majoring in mathematics may take a full four-year course.

INTERMEDIATE ALGEBRA

The student is taught to think logically and to discover relationships between quantities by study of fraction equations, simultaneous equations, quadratic equations, determinants, progressions, binomial expansion, logarithms, solution of trigonometric problems by use of logarithms, formulas of investment, circular slide rule and graphs.

Elective. Five 45-minute periods a week for one year; 1 School credit. 1 Regents credit by examination.

TENTH YEAR MATH

The purpose of this course is to lay the basis for more advanced work and at the same time give students some idea of the basic polygons that are used in the world of industry and science; for example, the pentagon.

The study includes analytic geometry—distance formula, slope formula, mid-point formula, two-point formula, slope intercept formula, point slope formula, proportions, similar figures, basic trigonometry, use of tables in trigonometry and enough of Euclidean type geometry to demonstrate the use of deductive thinking.

Elective. Five 45-minute periods a week for one year; 1 School credit. 1 Regents credit on taking and passing the Regents examination.



Tutorial reading service fills a great need

HISTORY

The responsibility for the broadening of the horizon of many students rests largely in the hands of the teacher of history. History at the Academy level is of dynamic value in furnishing the student with some tools as he attempts to fashion a better world. Fortunately, an account of the most important acts already played in the drama of our world have been carefully, critically written and weighed. This service we have inherited; this we may study. Indeed, history is the record of much that man has done and said in the past; it may be a guide to the complex future.

WORLD HISTORY (10th year — elective)

A study of pre-history, medieval background of modern Europe, modern times, industrial and agricultural revolutions, the growth of nationalism and democracy, the great wars and the postwar period to the present. *Five 45-minute periods a week, one year; 1 School credit; 1 Regents credit by passing New York State Regents examination.*

AMERICAN HISTORY (11th year—elective)

American History covers the Age of Exploration and Discovery from 1450 to 1600, the period of colonization and the establishing of the United States, the Nation's progress, difficulties, and problems through war and peace up to the present time. Emphasis is placed on the Nation's responsibility for leadership by virtue of its natural resources, accomplishments and position in the modern world. *Five 45-minute periods a week, one year; 1 School credit. 1 Regents credit by State examination.*

AMERICAN HISTORY AND WORLD BACKGROUNDS

(12th year — elective)

An advanced course combining American History and World History from the Stone Age to the present moment in the United States and international affairs. The course is designed to consider the wider concepts of world opinion and anthropological trends affecting the United States as a world power, how the Nation arrived in its present position and how it may meet the responsibilities inherent in that position. *Five 45-minute periods a week, one year; 3 School credits. 3 Regents credits by passing New York State Regents examination.*



A class in history



Map orientation

SCIENCE

The purpose of the Department of Science is to lead pupils into fundamental science experiences at the high school and postgraduate high school level.

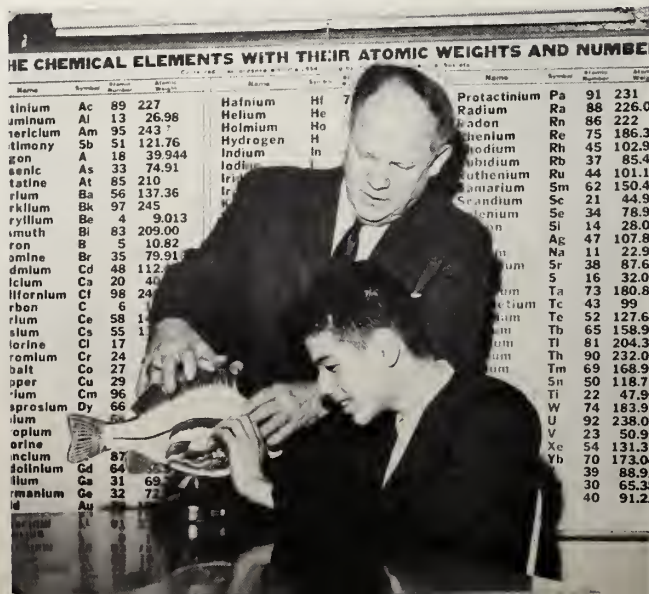
Courses offered regularly are General Science 9 in the junior high school, as required for all high school pupils by the State of New York; Biology in the 10th year; Chemistry for 11th year students; and Physics for high school seniors. Other courses are offered as needs may arise. These have been Photography, Earth Science, Zoology and Astronomy. All courses are elective except General Science 9.

The Science Department is equipped to do every type of experiment and demonstration found in the State syllabi at the secondary level, and many more at the high school post-graduate level and in college science.

The courses are also enriched by weekly experiments similar to the type used by high schools throughout the United States: and the laboratory facilities are second to none in any school for the blind throughout the world.



A complete course in biology is offered



BIOLOGY (10th year — elective)

A course of study of living things, plants and animals; the cell the processes basic to life, the protozoa and metazoa, photosynthesis, the plant and animal phyla, man, the highest organism as an intelligent and moral being, with increased emphasis on heredity, personal hygiene, public health and human responsibility. *Five 45-minute periods a week plus one laboratory period when schedule allows. 1 School credit; 1 Regents credit by passing State Regents examination.*

CHEMISTRY (11th year — elective)

The course begins with states of matter, continues with atoms, elements, molecules, compounds, chemical formulas, equations, ionization, hydrolization, electrolysis, an acquaintance with chemicals, chemical and manufacturing processes, and the value and importance of chemistry in man's life today.

Five 45-minute periods a week, plus one laboratory period a week where pupils' schedules permit. 1 School credit; 1 Regents credit by passing State examination.



At work in the chemistry laboratory

PHYSICS (12th year — elective)

A course of mechanics, sound, heat, electricity and light with a study of nuclear physics. Experiments of most of the fundamental phenomena of this science are performed by the pupils. Experiences are increased by teacher demonstrations. *Five 45-minute periods a week plus one laboratory period a week when schedule permits. 1 School credit; 1 Regents credit by passing State examination.*

EARTH SCIENCE (10th year — elective)

A study of our planet, its possible origins, its forces at work, changes in earth and space, and man's conquest of its opportunities and resources. *Offered as elected. Five 45-minute periods a week; 1 School credit; 1 Regents credit by passing State examination.*

ZOOLOGY (PG year — elective)

Postgraduate high school course of study of the animal kingdom and offered as needed and as elected. *1 School credit.*

ASTRONOMY (PG year — elective)

A postgraduate high school course offered as elected. *1 School credit.*



Teaching pencil writing

BRAILLE

Braille being a tool subject, the purpose is to prepare the students to use it not only as an end within itself, or for self-education, but to study the other academic subjects necessary to qualify for graduation from elementary and high school.

Upon attaining ability in the reading and writing of Braille, the student can go on to learning Braille music notation, mathematical symbols and the chemical and other scientific notations required in the different subjects to complete high school.

BRAILLE GRADE I

The beginner learns the alphabet and punctuation signs.

BRAILLE GRADE II

When a student satisfactorily passes a Braille proficiency examination, he receives a certificate stating this fact. However, to attain this honor, a writing test must be passed with a grade of 95%, and a reading test with an "A". To obtain the "A" he must be able to read 85 words per minute. To complete the subject, the student need only receive 75% in the writing and must read with a smooth thought continuity of forty words per minute.

BRAILLE GRADE III

The scholarly student is given an opportunity to learn Grade III, an excellent short method of writing, to take notes quickly and accurately. This course is offered to those students desiring to go to college. When completed, one unit of credit for an Institute diploma is granted.



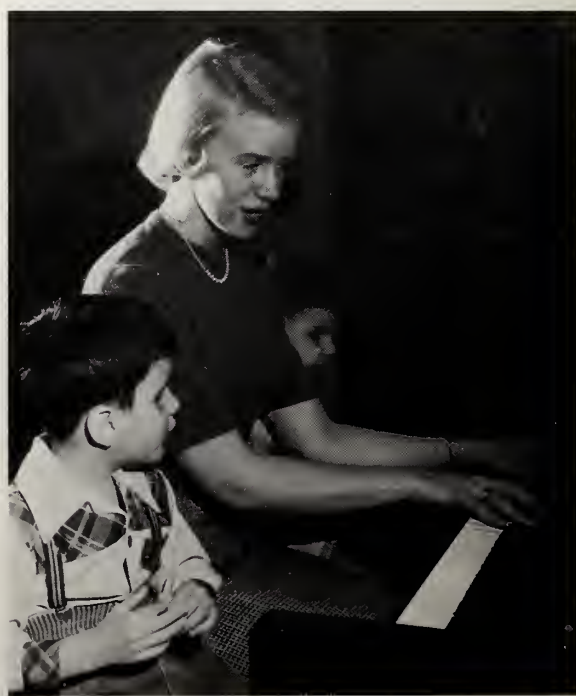
Studying languages in Braille



*Student using Braille music
in organ study*



Practice in vocal composition



Piano instruction

THE MUSIC CONSERVATORY

Of all the arts, music is the one which through the centuries has had the greatest appeal to the visually handicapped. Blindness, to whatever degree, presents no obstacle to its complete enjoyment. From the Medieval period onward, visually handicapped persons have attained excellence in music and have occupied important posts. Such literary figures, too, as John Milton have found solace and delight in the practice and performance of music.

The emphasis on music at the Academy recognizes the importance and the value of music to the blind. The program is designed not only to encourage and to prepare those whose talents fit them for professional careers, but also to assist many others in the attainment of a fuller and richer life through music.

The Academy is proud of its music department and of the many graduates who, through their music, have contributed a great deal to the culture and entertainment of their communities. This is particularly true of the choral groups of the Academy which have in recent years appeared at the White House, at Carnegie Hall with the Philharmonic Orchestra, at Town Hall with distinguished guest soloists, and on many radio and television programs.

The facilities of the department include twenty-three practice rooms, a pipe organ, instruments to equip a twenty-piece band, a library of thousands of musical compositions in Braille, inkprint and on recordings. The faculty members are distinguished musicians in vocal and instrumental fields.

The Academy prepares students for entrance into recognized or professional music schools such as the Juilliard School, Curtis Institute, and the New England Conservatory of Music.

MUSIC COURSES

GENERAL MUSIC III

A Regents credit course ($\frac{1}{2}$ point) in Rudiments of Music. The course consists of Music Notation—in treble and bass clefs, or its equivalent in Braille, basic theory—major and minor scales (3 forms), intervals, tempo and dynamic marks, music form—binary and ternary, sonata allegro form, etc. Ear-training through reading and dictation (both melodic and rhythmic). Prerequisites: Some background in applied music.

THEORY I, II, III

One point is earned for each year of Theory for attendance five periods a week for one school year. There is a school examination at the end of each course. The student is eligible to take the Regents Comprehensive Music Examination after completing Theory II and the necessary performance requirements. The performance part of the examination may

be taken in the following areas: instrumental or vocal solo performance, conducting, advanced theory, arranging, composition, or in the writing of an essay in the field of music history. All parts of the Regents Comprehensive Music Examination are given by the local school. The passing grade is 75%. One sequence credit may be had after 2 or 3 units are earned in theoretic and practical music courses.

MUSIC APPRECIATION

An elective course requiring five periods a week for a year for one unit of credit. It offers the student an opportunity to further his knowledge and enjoyment of music through a guided program of listening and studying. The course is valuable for students who wish to broaden their general education as well as for those who are specializing in music. The course traces historically the development of music from its primitive stages through the 20th century.

APPLIED MUSIC

PIANO

Instruction is begun as soon as a student demonstrates his readiness for the instrument and for undertaking the reading of music. The age level at which this occurs will vary with the individual. Piano is recommended as a basis for other music study, for the student's growth and enjoyment and, where warranted, as a professional pursuit. Technical development is carefully fostered and emphasis on taste and style is increased as the student advances. Materials are chosen from a broad range of the excellent repertory which exists for this instrument.

ORGAN

The prerequisite for organ study is the ability to play acceptably on the piano a Bach *Two-part Invention*. Students who complete the prerequisite are given two private organ lessons weekly.

Practicing and teaching are done on the 51-rank Institute organ which was completely rebuilt and enlarged in 1958 by Austin Organs, Inc. The console of this instrument is unique in having the names of the stops brailled on vinylite.

Organ study offers the talented student not only the musical experience of studying the repertoire of one of the oldest and most historically important modern instruments, but also the challenge of a demanding physical coordination.

INSTRUMENTAL MUSIC

Instruction offered in: Clarinet, Bass Clarinet, Saxophone, Flute, Trumpet, Trombone, String Bass, Percussion, Band, Ensembles, and Dance Band.

The student's technical facility is developed through scales and etudes (containing various rhythms and articulations) in addition to characteristic pieces.

Emphasis is placed on musicianship which is achieved partly in ensemble playing and in performing solo pieces. As soon as the fundamentals are learned (good tone, intonation, rhythm, etc.) the student is permitted to join the school band which further helps him gain a concept of good musicianship.

VOICE INSTRUCTION

Students who are interested in studying voice are auditioned. If study is recommended, instruction is undertaken for the development of proper techniques: tone, range, flexibility, agility and musicianship. Special attention is given to posture, breath control, resonance, placement, diction and hygiene of the voice.

The student is then taught to apply what he has learned in the way of vocalization to song literature. As he progresses, more advanced repertory is pursued, including German Lied, French chansons and Italian songs in the original languages.

SENIOR CHORUS

This consists of instruction in choral literature of high caliber and of permanent value, covering a wide range of repertory. Tone coloring, interpretation, phrasing and ensemble are stressed. In this course students prepare concert programs which are presented at the Academy and for outside organizations.

At high school level, after one year of study, the student may apply for Regents credit in any of the above instruments or voice: $\frac{1}{2}$ point per year, 2 credits maximum, 5 hours practice per week, (with the exception of chorus for which 1 point per year is granted for four years).



Senior chorus

THE VOCATIONAL AND INDUSTRIAL ARTS PROGRAM

The courses in this division lead to vocational industrial high school diplomas and meet entrance requirements to advanced trade schools and business colleges. Tutorial preparation for such entrance requirements is provided for students in this program.

In order to secure a State Industrial High School Diploma, a student must satisfactorily meet the following requirements:

Group 1 — Constants	9½ units
Group 2 — Comprehensive industrial examination	4 — 6 units
The examination is prepared by the local school and must be approved in advance by the Bureau of Trade and Technical Education.	
Group 3 — Related mathematics, science and other approved subjects as required in the curriculum.	2½ — 6½ units
TOTAL	19 units

In order to secure a State Regents High School Diploma, a vocational trade student must satisfactorily meet the following requirements:

Group 1 — Constants	9½ units
Group 2 — Approved trade shop subjects	4 units
Group 3 — Approved electives	4½ units
TOTAL	18 units

Approved Industrial and Vocational Arts and Regents courses are offered as follows:

Agriculture	Weaving	Music Appreciation (or history and appreciation,
Business Arithmetic	Homemaking — comprehensive	Theory of Music
Business Law	General Metalwork	Band
Typewriting and Dictaphone	Automobile Mechanics	Chorus
Bookbinding	Cabinetmaking	Orchestra
Ceramics and Pottery	Home Mechanics	Class Vocal or Instrumental Study
Metal Crafts and Jewelry	Music:	Private Vocal or Instrumental Study
Modeling and Sculpture	General Music 3	
Photography		

GENERAL SHOP

The purpose of General Shop is to provide ample opportunities for developing and exploring the physical dexterity and craftsmanship in the total enlightenment and personality growth of the pupil. (The School requires that each graduate be trained in at least one area of the vocational arts.) While a student may be trained for a particular work, there is no insurance that that work will be available to him upon graduation. Rather, the aim of

the program is the training of the major and minor muscles, the coordination for dexterity and the personality development through contact with the outside world of materials, fabrics, textures, such media as leather, wool, metal, paint; and the influence of capable instructors and fellow students working together. The final result to be sought is a feeling of accomplishment, independent work, and a respect and appreciation of craftsmanship and work.

COMPREHENSIVE GENERAL SHOP (9th grade)

Comprehensive general shop or its equivalent includes elementary work in general wood, general metal, general electricity, general printing and book-binding, general ceramics and general textiles.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

GENERAL WOODWORK (10th grade)

A course covering the procedures in working with and shaping wood, the use of tools with emphasis on care, safety and proper application to the medium at hand. Pupils select their own projects and may do as many as time and effort will permit. Each pupil works at his own individual tempo where emphasis is placed on work well done. It includes the use of the power sander and the power jigsaw.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.



Shopwork using metals

ADVANCED WOODWORK (10th, 11th or 12th grade)

Designed for the more experienced pupil and consists of more ambitious undertaking on such items as cabinet-making and furniture-building. Includes use of jointer, lathe, bandsaw, and jigsaw.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

GENERAL METALWORK (10th grade)

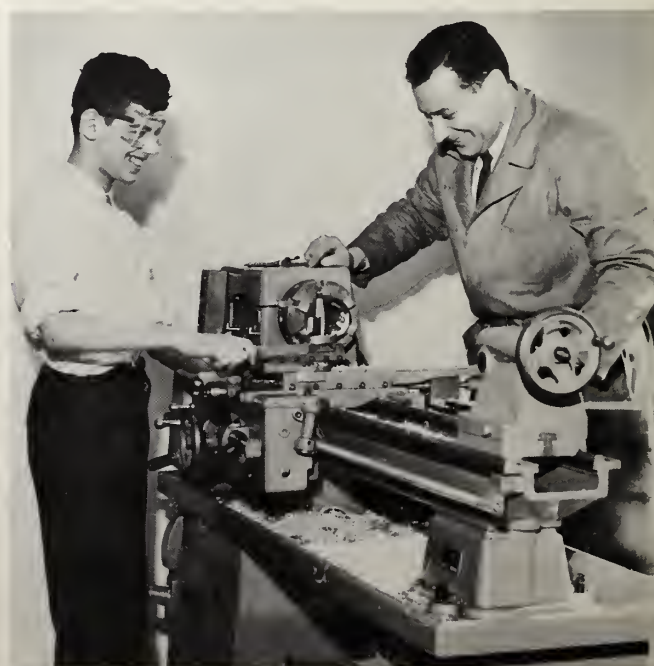
Includes forming and shaping of metal items by use of hammer and anvil, bending machine, and use of drill press, bolts and rivets. Includes polishing, painting, finishing, and the addition of wood, tile and plastics.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

ADVANCED METALWORK (10th, 11th or 12th grade)

Consists of use of metal lathe, shaper and milling machine in the fabrication and assembly of metal items. Includes finishing and use of all necessary materials to complete items.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.



Learning to operate a lathe

DEPARTMENT OF CREATIVE SKILLS

CERAMICS, JEWELRY, WEAVING

The purpose of the work is to introduce each student to the various kinds and types of tools and equipment necessary to the creation of useful articles of commercial value, and to place a real sense of value on materials and time consumed in the making of an article of merit. The final result is to acquire ability and skill in preparation for a later vocation or hobby.

CERAMICS

This is the easiest creative medium to develop coordination and dexterity of hands using moist clay to be fired later. Wooden and metal ceramic tools and sponges are used. Beginners projects are small pinch bowls, free form objects by coil or slab method, and decorative tiles. Advanced work consists of basic pieces enlarged and perfected, use of slip colors, scrafito designs, and sanding in preparation for glazing. Some time is given to making and use of original molds for small quantity production.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

JEWELRY DESIGN AND FABRICATION

Beginners get acquainted with tools and methods. Materials used are sterling round and flat wire of gauges; circles, and sterling sheet silver. Jewelers' hammers, bench pins and clamps, small table vise, files, original jigs, wooden forms, abrasive cloth, polishing mediums are the tools used.

For the advanced student the fashioning of creative shapes is encouraged with the use of original jigs designed by instructor. Creative design, developed with the use of different sizes and types of pliers as applied to sterling wire is also encouraged, together with original flower motifs, created with the use of various sizes and shapes of jeweler's files between masking tape, and later moulded with jeweler's hammer over simple wooden molds. Articles usually made by advanced students by the end of the first year are book-marks, paper knives, bracelets, pendants, floral pins, spoons and small flat dishes.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.



Creative work in jewelry, ceramics and weaving

WEAVING

Students are introduced to a dressed loom, its active parts and functions, the use of heavy yarn on tabby weave, variety of weaves on simple twill threading, and the choice of articles woven on same warp with various yarns and treadling. Perle cotton, linen, chenille, wool (weight and texture varieties), are used to make place mats, bags, belts, hangings, and materials (yard goods). Students learn how to dress a loom, the choice of material, estimate of yardage for warp, dressing sectional warp loom, winding spools, the use of tension winder and yardage counter, of spool rack with tension board and plates, winding warp beam from spool rack, threading heddles, and reed and the down of warp.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

PHOTOGRAPHY (9th year — elective)

A course of study especially designed for blind pupils who wish to know something about the popular hobby of photography. Consists of a study of simple fixed-focus camera, loading and care of film, darkroom procedures, development of film, and printing of pictures. A laboratory course of actual practice. *Offered as elected and if schedule permits. Three periods a week for one semester plus outside work of taking pictures. ½ School credit.*



At the switchboard



Acquiring skill in weaving

ANIMAL HUSBANDRY

The primary objective of the course in the Animal Husbandry Program is to create an interest in animal life and to provide a working knowledge of the daily routines which must be carried on in the care of domestic animals, with special interest on the care of dogs. Beekeeping is also included and the Academy uses its own text prepared for the visually handicapped apiarist.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

FLORICULTURE

The course includes a study of tools, garden storage, plant environment, soil, moisture and temperature, propagation of plants, and control of pests and diseases. A variety of biennials and perennials are studied including flowering plants, lawns, shrubs, evergreens, vines, shade trees, vegetables, fruit and houseplants. *Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.*

SWITCHBOARD

Purpose of the course is to train students as full-time operators of switchboards; to give them a good working knowledge of operating a switchboard in order that they might act as relief operators, as well as assurance and ease in conversing on the telephone;

to teach students to copy messages correctly and intelligently, and to instruct them to dial with accuracy and speed. This course is given in conjunction with the commercial department and the English department. The importance of distinct, correct speech and proper decorum is stressed.

A regulation Private Exchange (P.B.X.) switchboard is used. All numerals on the switchboard itself appear in Braille along with the print numbers; and tiny indicators located on a Braille signaling cabinet inform the blind operator which lights are showing on the switchboard.

Ten 45-minute periods a week, one year. ½ School credit.

RADIO

Designed to teach the fundamentals of radio theory and practice through laboratory, lecture, demonstration and discussion methods. An additional goal for the student is the passing of the General Class Amateur Radio License Examination and the completion of a short-wave transmitter and receiver. The laboratory facilities consist of a code practice table, radio-telephone and telegraph transmitters up to one kilowatt, all necessary test equipment and tools specially designed for the visually handicapped student.

RADIO I (10th year — elective)

A beginning course in radio, dealing with the fundamentals of electric circuits; the chemical, thermal and magnetic effects of currents, Ohm's law and the formulas for resistances in series and parallel; and an introduction to the electron tube and its application in radio circuits for transmission and receiving. Ample time is allotted in the class period for learning the international code and becoming acquainted with Federal and international rules for broadcasting and use of the amateur radio frequencies.

Three 90-minute periods a week, one year. 1 School credit; 1 Regents credit by passing State Regents examination.

RADIO II (11th year — elective)

Pre-requisite, Radio I. A course continuing radio theory, a study of wave motion, the sine curve, oscillatory discharge of condensers, electrical resonance, tuned circuits, antennas, AM and FM promulgation and reception, etc. Continued work on the code is maintained and the laboratory work covers the Wheatstone bridge and its application to instruments used in tests and measurements. *1 School credit; 1 Regents credit on passing State examination.*



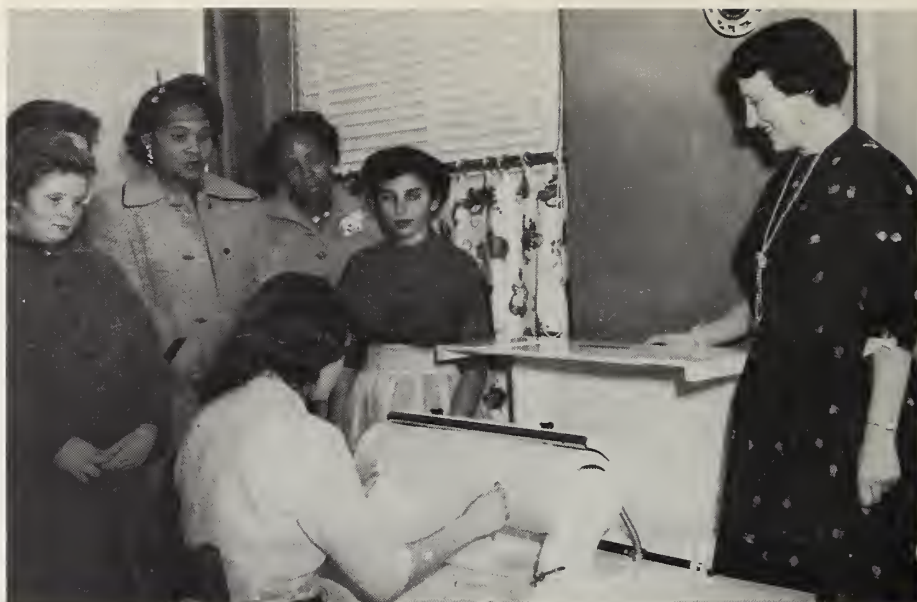
Ham operators



Visiting broadcasting studio



Radio broadcasting



Instruction in homemaking

Cooking techniques



Sewing methods



HOMEMAKING AND HOME ECONOMICS

The purpose of Homemaking, Home Economics and related studies is to develop each student according to his or her needs and abilities. It includes training in self-reliance, self-confidence, dexterity, ability to follow written instructions (especially in cooking), and coordination of the hand and mind.

HOMEMAKING I

Deals with simple cooking, planning and serving meals, equipment and care of kitchens, furniture and household appliances. Students learn to sew aprons, household linens, toys, and do simple garment constructions.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

HOMEMAKING II

Advanced cooking, advanced sewing, and art in every day life is taught in this course.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

HOMEMAKING III

Covers factory sewing, child care and home nursing, home management and use of Home Economics apartment.

Ten 45-minute periods a week, one year. 1 School credit; 1 Regents credit on approval of State Education Department.

POSTGRADUATE TRAINING

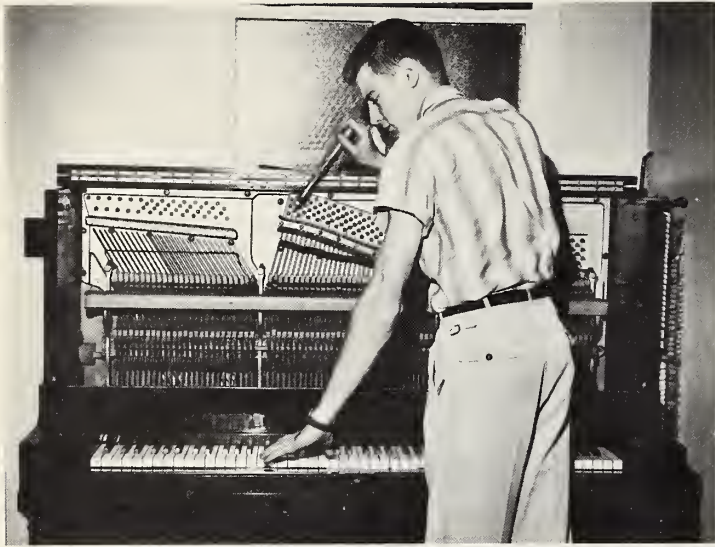
Graduates of the Academy and of approved High Schools may take advanced training in the departments where such training would further enhance the possibility of vocational success or strengthen the student's position for college.

In the vocational field, subjects particularly feasible for continued training are: piano tuning, dictaphone and office practice work, power sewing, general shopwork, woodworking and metalwork.

High school graduates often return for an extra year of music training and to study any additional subjects needed for a particular college, such as advanced mathematics or language. Special tutorial services are available for postgraduate students who wish to prepare for College Board examinations, Civil Service examinations and other standard achievement tests.



The senior graduating class, ready for college



The piano tuner is carefully trained

PIANO TUNING

A two or three-year course depending on the aptitudes, application and progress of the pupil. A well-trained piano tuner might be expected to make minor repairs if not major ones. The success of the individual from a vocational viewpoint is directly proportional to ability both in tuning and repairing. Training an extra year is therefore usually profitable.

DICTAPHONE AND OFFICE PRACTICE

Many graduates of the School are employed in Greater New York and other places as dictaphone operators and typists. The average high school pupil may take dictaphone and typing while studying regular academic subjects. However, for the full-time academic student sufficient time cannot be devoted to the intensive training desired by the pupil in the dictaphone and office practice before entering the business field. An extra year of postgraduate work fulfills this need. The course may consist of advanced typing, dictaphone operation and actual practice work in the school offices.



The dramatic arts

PRACTICE STORE

This course is designed to instruct the students in proficient stand operation, with a goal toward preparation for employment at a public stand.

The training consists of displaying merchandise in systematic rotation, learning to use the change carrier, handling money efficiently, courtesy in salesmanship, cleanliness and neatness in appearance.

Ten 45-minute periods a week, one year. ½ School credit.

*Merchandising
in a practice store*



EXTRACURRICULAR CLUBS AND SOCIAL FUNCTIONS

The social life of the student body is encouraged by the Institute through a Student Cabinet to reflect the interests of the individual pupil. While the Student Cabinet is advisory only and relates to student problems, student discipline, and student opinions, it also assists the School in planning social events for the pupils, the sponsoring of parties, and the encouragement of clubs such as the baseball club, radio club, field trips, and class and school plays. All clubs, field trips, plays and other extracurricular activities are proctored by a teacher-sponsor. Pupils are encouraged to take full advantage of these opportunities.

BOY SCOUTS

Troop 198 was chartered by the Bronx Council in 1927 and meets once a week throughout the school year. Badge and merit work is carried on with interest and enthusiasm and the Scouts assume many important duties in the life of the school. The Troop co-operates with the Bronx unit in promoting the American and World Scout organization.

SEA SCOUTS

The Sea Scouts of the New York Institute for the Education of the Blind hold a charter assigned to Ship No. 198.

The Bronx Council of Sea Scouts makes available to us the many boats found at the Rueger Sea Scout base and at the Institute's own Club House.

GIRL SCOUTS

The primary purpose of our Girl Scout Troop is to teach the girls to give service to others, to get along with each other, and to become better citizens.

The girls are taught the history and purpose of Scouting, how the Girl Scout Council functions, the laws and promise and their meaning. The program includes handcraft, camping techniques, first-aid, and all activities outlined in the Girl Scout Handbook.

WRESTLING

Wrestling is the most popular sport in our school. Undoubtedly so, because it can be performed with the sighted on equal terms. A boy is instructed in this sport at an early age at the Institute. In his senior year he will be able to compete with the best



Swimming instruction in the new pool



The crew on the Harlem River

any school has to offer. This particular sport may be continued after graduation, in college or with A.A.U. and Y.M.C.A. competition — another good reason for its popularity.

TRACK

Track meets are conducted according to established rules. A track meet consists of two dashes, 50 and 75 yards, standing broad jumps, high jump, three consecutive jumps, hop step and jump; 12 lb. and 8 lb. shot-put; and football throw for distance.

For the dashes, galvanized wire is stretched 100 yards without intervening supports. This is to separate the running lanes. By touching the fingers lightly on the wire, the blind are able to run at top speed without fear of injury.

ROWING

Since 1951 the Institute has offered rowing among its extracurricular activities. The boathouse is situated on the Harlem River at the foot of Dyckman Street and the course is the same as that used by Columbia University for its intercollegiate regattas. The equipment consists of two heavy training gigs, three four-oared shells, and coaching launch. Sweep-oared rowing is stressed because our main purpose has been interscholastic competition; however, sculling provides greater recreational opportunities in this field. Regattas have been held with Hun School, Poughkeepsie High School, Haverford School, Pomfret School, the Gunnery School, and the West Side Boat Club of Buffalo, New York.



ADMISSION REQUIREMENTS AND FEES

Students may apply for admission to the Academy by writing the Principal of The New York Institute for the Education of the Blind, 999 Pelham Parkway, New York 69, N. Y.; or calling KI 7-1234, and requesting an appointment for an interview. All students applying for admission must spend some time with the staff of the Diagnostic Clinic for the purpose of evaluation of the student's background and previous preparation, and for the designing of a program for the Academy. Written application for admission is made, if desired, at the first interview, but acceptance of the student rests upon the final decision of the Clinic and Principal. Students are accepted on a day or resident boarding basis depending upon the wishes of the parents.

There are no fees charged to students admitted to the New York Academy who are residents of the State of New York and who have received State appointments to the Academy. Non-residents of New York State are charged the following fees:

Resident Boarding, \$2000 for school year (Room, Board and Tuition only)

Day, \$1400 for school year — 190 days (Lunches only)

Special fees to postgraduate students are based on the number of courses taken and hours of instruction given.

The Academy maintains a scholarship fund for a limited number of blind students whose economic situations are such that they are not able to provide the total costs. Application for scholarship aid should be made to the Principal.

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THE NEW YORK ACADEMY FOR THE
GIFTED BLIND CHILD.

Date Due (1962)

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BOARD OF MANAGERS

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